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ABSTRACT

In 1991, a study was conducted to determine what community college presidents have done to promote and reward faculty scholarship. The 117 presidents surveyed were asked to respond to questions concerning faculty activities that demonstrate their involvement in scholarly activities; whether and in what ways the presidents encouraged, recognized, and/or rewarded faculty for scholarly activities; and whether the college's faculty evaluation system included review of faculty scholarship. Survey findings, based on responses from 58 presidents, included the following: (1) an array of faculty scholarly activities were mentioned, including Phoenix College (Arizona) faculty's development of a computer interactive video project in biology and a computer-assisted instruction program integrating English and library classes; Burlington Community College (New Jersey) faculty's establishment of liaison relationships with high school faculty; and the development of a consumer protection book by a Clackamas Community College (Oregon) faculty member; (2) 55 of the presidents reported that they encouraged, recognized, and/or rewarded faculty for scholarly activities, using such incentives as outstanding instructor awards given locally and in the Mississippi State Legislature on Higher Education Day, and the Northern Virginia Community College Educational Foundation's annual presentation of $1,000 awards to three faculty for outstanding teaching and scholarship; and (3) 35 of the presidents indicated that their faculty evaluation system incorporates review of faculty scholarship, including Piedmont Community College's (Virginia) point system for rewarding various scholarly activities. Further examples are provided. (JMC)

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Faculty Renewal Through Scholarship

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FACULTY RENEWAL THROUGH SCHOLARSHIP

by Karen A. Bowyer
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In order to determine what presidents have done to promote and reward faculty scholarship, 117 questionnaires were mailed to presidents on May 29, 1991. In the questionnaire faculty scholarship was defined to be faculty participation in and contributions to their teaching discipline(s) and/or pedagogy. Presidents were advised that examples of faculty scholarship may include preparing pages/articles for publication or presentation, preparing exhibits, giving a performance, developing computer software for an academic discipline, and exploring and using learning theories for new and different clientele.

Presidents were asked to respond to the following three questions:

1. What have faculty on your campus done to demonstrate their involvement in scholarly activities?
2. Do you encourage, recognize and/or reward faculty for scholarly activities? If you answered "yes", please describe the type of reward or recognition that you use.
3. Do you have a faculty evaluation system which includes review of faculty scholarship? If you answered "yes", describe how this works and/or send me a description of your faculty evaluation system.

Fifty-eight (58) presidents responded to the questionnaire. These responses came from 26 states scattered across the nation,

representing all six of the regional accrediting associations. There were one or two responses per state except in the cases of Virginia, Texas and Arizona with five and Florida with four.

In answering the first question, many presidents went into considerable detail to list an impressive array of activities. The following descriptions demonstrate the diversity of scholarly activities undertaken by faculty in community colleges across the nation:

> Faculty developed a computer interactive video project in biology and a computer-assisted instruction program integrating English and library classes at Phoenix College in Arizona.
>
> At Burlington Community College in New Jersey faculty established liaison relationships with high school faculty.
>
> A sociology faculty member at St. Louis Community College in Forest Park examined cultural differences that inhibit business relationships between U.S. and Asian companies during his sabbatical in the Far East.
>
> At Clackamas Community College in Oregon an economics instructor produced a consumer protection book and integrated computers into the economics courses and three faculty published the Streeter Series texts and workbooks in mathematics for McGraw Hill.
>
> Two of the auto body faculty at Milwaukee Area Technical College developed and "starred" in the TV series "Classic Car Shop" on over 200 public television networks.

At Mt. Hood Community College a very active sabbatical program allows an average of four faculty members per year to pursue their scholarly interests which has included returning to industry to be updated in a technical area.

On the South Campus of the Community College of Allegheny County in Pennsylvania faculty are developing a Writing Center to foster and promote the teaching of writing in cooperation with Carnegie Mellon University.

For the past two summers thirty faculty from Tarrant County Junior College in Texas have participated in a three week session with visiting scholars from Princeton, Temple, Auburn and other universities funded by the National Endowment for the Humanities to prepare faculty to teach in a new humanities-based honors program.

A faculty member at Greenville Technical College, South Carolina has prepared a paper on "Developing Critical Thinking Skills in Telecourse Instruction" for the 11th Annual International Conference on Critical Thinking and Educational Reform.

The band instructor from Yuba College in California will lead an international orchestra in Europe in August 1991.

At Bainbridge College in Georgia an English faculty member published a collection of local folktales in 1987. This spring it was adapted by the author and a professor at a sister institution into a children's play, Tall Betsy and

the Crackerbarrel Tales. The president of Bainbridge College contributed an original musical score for the play. Over 21,000 people reviewed the play, many of whom were school children.

In response to the second question 55 of the 58 presidents reported that they encourage, recognize and/or reward faculty for scholarly activities. When asked to describe the type of reward or recognition used the following responses were given:

> Outstanding instructor awards are given locally and in the state legislature in Mississippi on Higher Education Achievement Day.
>
> An alumni association elects the outstanding academic instructor and outstanding vocational-technical instructor each year for recognition and the award of a plaque at Homecoming at East Central Community College in Mississippi.
>
> The Northern Virginia Community College Educational Foundation annually recognizes three faculty for outstanding teaching and scholarship with $1,000 awards. Other institutions also reported using scholarship as a criterion in their Teacher of the Year competitions.
>
> The Bainbridge College Foundation Faculty Enrichment Award goes to faculty for scholarly activity such as postdoctoral work, research and curriculum development or revision. The maximum amount of the award is $500.
>
> In numerous cases presidents reported that their colleges pay for classes taken by their faculty, pay for

participation in conferences and seminars and pay for release time for scholarly activities. In some cases the funds came from Title III, the National Endowment for the Humanities, the National Science Foundation or the College foundation.

The scholarly activities of faculty were recognized through press releases to the media; college newsletters; personal letters from the president; certificates of completion; meetings of the faculty and staff; social events such as banquets, teas and receptions and merit pay plans.

At Massachusetts Bay Community College there is a full-time Associate Dean for Teaching/Learning and Professional Development who encourages, assists with and recognizes faculty scholarship by promoting involvement in professional development activities on and off-campus. The Associate Dean for Planning and Resource Development involves faculty in grant writing. Other presidents reported that they provided secretarial and computer support to encourage faculty to pursue scholarly projects. This kind of support is critical if faculty are to become involved in scholarly activities in addition to teaching loads of at least fifteen hours.

Faculty at Frank Phillips College in Texas earn $50 more per semester hour of graduate work earned above the minimum. A sabbatical leave policy encourages faculty to

complete terminal degrees by offering a $7,500 no-interest loan.

Outstanding instructors at Tyler Junior College in Texas are offered a trip to the NISOD Conference in Austin.

At Rio Saledo Community College in Arizona part-time faculty are also recognized for instructional excellence.

Faculty at Shoreline Community College in Washington receive professional activity credits for scholarly activities. These credits help faculty advance on the salary scale.

At Catawba Valley Community College in North Carolina a newly formed "Faculty Welfare and Recognition Committee" has been charged with the responsibility of determining appropriate recognition procedures for faculty scholarship and of recommending a budget.

Several presidents expressed a concern about not doing enough to encourage faculty in scholarly pursuits.

Thirty-five (35) of the presidents responded positively to the third question which means that 60% of the respondents have a faculty evaluation system which includes review of faculty scholarship. The following descriptions of the faculty evaluation systems were reported by the presidents:

At Piedmont Community College in North Carolina a point system has been designed to reward various scholarly activities. Faculty must choose between 10 and 25% of their evaluation to be based on their professional development.

All faculty at Jefferson State Community College in Alabama are required to submit individual action plans concerning professional development. These plans are funded up to $1,000 each.

Faculty at Mississippi Gulf Coast Community College are required to earn three semester hours of credit for professional update in order to have their contract renewed. Attendance at professional meetings may be used to satisfy this requirement.

The faculty evaluation agreement at Roane State Community College has the following parts:

A. Teaching 60-80%

B. Non Teaching 20-40%

1. Institutional Service 10-20%
2. Community Service 0-20%
3. Professional Development 10-20%

At Palomar College in California faculty have a professional growth obligation of 10 days per year. Faculty are encouraged to pursue scholarly activities to meet this requirement.

Two of the ten criteria used at Bainbridge College in Georgia to assess faculty are research and professional accomplishments, growth and development. The other criteria include superior teaching, departmental service and student achievement.

For promotion of faculty at San Juan College in New Mexico, professional and personal development has a weighting of 25%.

In conclusion, there seems to be much scholarly activity in our community colleges. To make it even more widespread a high expectation level needs to be set. Faculty in community colleges should be expected to enrich and improve their teaching through scholarly activities. Review of faculty scholarship should be part of every faculty evaluation system. As one president said, he uses a carrot and stick approach with many more carrots than sticks. Faculty should be encouraged to produce a scholarly product but not threatened to the point of "publish or perish." Those who do produce should be rewarded and recognized. Presidents need to create the environment in which scholarship will thrive. It is a tall order but faculty scholarship is essential for maintaining the high quality teaching which has become the hallmark of our nation's community colleges.

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